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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1.Sort, classify and order numbers and objects by one and two attributes including size, shape, color, texture, orientation, position and use, and explain the reason or rule used.  **CC.1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.  3.1.1.    Identify and describe familiar two- dimensional shapes and three-dimensional solids in the environment and contextual situations.  **CC.1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.  **CC.1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.  3.1.2.    Copy two- and three-dimensional designs from visual memory.  **CC.1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.  3.1.3.    Compare and sort familiar shapes and solids and designs found in the environment and contextual situations  **CC.1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.  **CC.1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.  3.1.4. Construct shapes and solids using a variety of materials and create two-dimensional shapes and designs with a line of symmetry.  **CC.1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.  **Classroom Routine ONLY**  2.2.9. Count by rote to at least 100. (Morning Meeting)  **CC.1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  2.2.10. Count on from a given amount, orally and with models, and count back from 10.(Morning Meeting)  **CC.1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  2.2.13. Create problems and write one- and two-digit number sentences that reflect contextual situations and real world experiences. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used. For example: Tell a story or draw a picture for a problem that can be solved using the number sentence 10 + 6 = 16.(Tell a Story)  **CC.1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.  **CC.1.OA.5 Relate** counting to addition and subtraction (e.g., by counting on 2 to add 2).  **CC.1.OA.6 Add** and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).  **CC.1.OA.8** Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_\_ – 3, 6 + 6 = \_\_.  **CC.1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  2.2.14 Solve contextual problems using all addition sums to 18 and subtraction differences from 10 with flexibility and fluency.  **CC.1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.3** Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.)  **CC.1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.  **CC.1.OA.5 Relate** counting to addition and subtraction (e.g., by counting on 2 to add 2).  **CC.1.OA.6 Add** and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).  **CC.1.OA.8** Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_\_ – 3, 6 + 6 = \_\_.  2.2.15. Estimate the amount of objects in a set using zero, 10 and 100 as benchmarks and then determine if the estimate was reasonable.(Morning Meeting)  3.2.6.    Know the days of the week in order and locate dates, days, weeks and months on a calendar. Use the information to solve problems involving the planning and sequencing of events.(Morning Meeting)  **CC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.  3.2.7.Solve problems involving telling time to the nearest hour using digital and analog clocks. Estimate and compare the length of time needed to complete a task using comparative language such as longer, shorter, more or less.(Morning Meeting)  **CC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.  3.3.9. Use nonstandard units, references or direct comparison of objects (appearance), to order objects by length, area and capacity.  **CC.1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.  **CC.1.MD.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.  3.2.10. Explore using standard units of measure (inch and centimeter) to communicate measurement in a universal manner.  **CC.1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.  **CC.1.MD.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.  4.1.2. Collect and systematically organize and represent the data that answers the questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs.(Quick Survey and Discussing Yearly Data)  **CC.1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  3.2.5. Describe location, direction and position of objects or parts of objects, using terms such as left, right and opposite.  Kindergarten- **CC.K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.  ? |
| **CCSS but not GLE’s** |